

Minnesota Sexuality Education Resource Review Panel

Summary of Panel Review

Review Date: September 2005

A Fight for Life (2005)

Interactive Computer Game

Cost: \$34.95

Target Audience: Teens

MVG Entertainment Enterprises

www.afightforlife.com

The Minnesota Sexuality Education Resource Review Panel **Does not recommend** use of this video game for the following reasons:

Review Summary:

A Fight for Life is an interactive computer game designed for HIV/AIDS awareness and prevention.

Although the video game format is a good idea that would be appealing to many adolescents, the panel determined that this game does not teach enough basic, accurate sexual health information to make it a useful educational resource. It needs to expand its scope and contain more prevention messages. *A Fight for Life* primarily focuses on getting tested for HIV rather than on HIV/AIDS prevention. It highlights the transmission of HIV/AIDS through contaminated blood, a mode of transmission that is rare for most teens. As a part of the game, the characters must pick up used needles and bags of blood to get points for completing their mission. The panel was concerned that this may give students a confusing and dangerous message.

The game does not focus on sexual behaviors related to HIV/AIDS. It fails to address sexual health promotion, relationship issues, or skills in negotiation, communication or assertiveness.

The panel questioned whether the game attends to the different learning styles and attention spans of the intended audience. For example, they recommended that it would be helpful to have the characters speak in addition to having the user read what the character is saying. It would make the game more fun and would address multiple learning styles. And though the game format seems targeted to younger adolescents, the language level is more appropriate for older teens. The panel recommended that there be a resource guide or supplemental activities to help students learn and retain messages from the game. A teacher or facilitator with a high level of knowledge is necessary in order for this game to be an effective tool.

The panel does **not recommend** this game as a teaching tool for HIV/AIDS prevention. Though the video game concept is a good one, the quality and breadth of information provided are not sufficiently high and comprehensive.

Fight for Life (2005)

Assessment Criteria	Mean Score	Comments
Accuracy of Information - Provides basic, accurate information about teen sexual health, e.g., risks of teen sexual activity, ways to avoid intercourse or use methods of protection against pregnancy and STDs, human growth and development, relationships, etc.	1.8	<ul style="list-style-type: none"> ▪ Provides little information on the link between sexual behaviors and HIV or about HIV prevention. Heavy focus on HIV transmission via blood. ▪ Information is technically accurate but is limited and not clearly conveyed.
Focus - Focuses on ways to promote sexual health e.g., reducing one or more sexual behaviors that lead to unintended pregnancy or HIV/STD infection; understanding healthy physical/emotional development; developing healthy relationships, etc.	1.9	<ul style="list-style-type: none"> ▪ Focuses on testing rather than on prevention ▪ Does not focus on sexual health promotion. ▪ Focuses on HIV transmission via blood instead of sexual activity.
Messages - Delivers and consistently reinforces a clear message, e.g., states message multiple times in multiple ways.	1.8	<ul style="list-style-type: none"> ▪ Messages were delivered through reading optional “quick tips”. ▪ Does not include enough prevention messages. ▪ Reinforces messages that are unclear and sometimes inaccurate.
Addresses Social Pressures – Video demonstrates social pressures that influence sexual behavior. Guide includes activities that address social pressures that influence sexual behavior.	1	<ul style="list-style-type: none"> ▪ Does not provide realistic scenarios addressing social pressures.
Communication Skills – Video provides examples of being assertive, using negotiation and refusal skills, making decisions, etc. Guide includes activities to practice assertive skills, negotiation and refusal skills, decision-making skills, etc.	1.2	<ul style="list-style-type: none"> ▪ The game does not teach assertiveness, negotiation or communication skills. ▪ In the game, one must go up to people in the mall and check if they have been tested and then give them their results but does not provide information on how to be assertive or negotiate in these situations.
Teaching Methods - Engages participants and helps them personalize information	2.0	<ul style="list-style-type: none"> ▪ Great idea – poor execution. Had some good information but not taught well. ▪ Provides engaging video game format, but it is not informational. ▪ Interactive characters would compliment the reading.
Appropriateness for Audience - Incorporates behavioral goals, teaching methods, and materials that are appropriate to the age, sexual experience, and culture of the students (as stated by publisher.)	2.0	<ul style="list-style-type: none"> ▪ Language is too complex for many young people to understand. ▪ Reading level is too high for targeted audience.
Multicultural Perspective – This resource is most appropriate for the following audiences.		<ul style="list-style-type: none"> ▪ Questionable product accessibility to students from lower income areas. ▪ Students would need high-level computer skills. ▪ Worked hard not to stereotype groups of people.
Teacher-Friendly - Is well organized with clear, thorough instructions or discussion guide. Minimal assembly or preparation time required.	1.9	<ul style="list-style-type: none"> ▪ Needs a supplemental teaching guide or lessons. ▪ Needs to fully develop the educational component.
Facilitation Skills Required - How knowledgeable and skilled must the facilitator be to use this resource effectively?		<ul style="list-style-type: none"> ▪ Skilled facilitator must provide supplemental information. ▪ Anyone can run the game but there will not be much learning without a skilled teacher.
Presentation Quality – How appealing is the product (e.g. visual quality, sound quality, graphics, etc.)?	3.8	<ul style="list-style-type: none"> ▪ Visual quality is good, sound quality could be improved.
Overall Recommendation		<ul style="list-style-type: none"> ▪ Recommend Highly – 0 ▪ Recommend – 0 ▪ Reject - 18